

# DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAMS

## Warner School District Continuous Improvement Monitoring Process Report 2006-2007

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**Dates of Onsite Visit:** January 25, 2007

**Date of Report:** January 30, 2007

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This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

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|---------------------------|---|
| <b>Promising Practice</b> | The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.  |
| <b>Meets Requirements</b> | The district/agency consistently meets this requirement.  |
| <b>Needs Assistance</b>   | The district/agency consistently does not meet this requirement and is out of compliance.   |
| <b>Needs Intervention</b> | The district/agency consistently does not meet this requirement and is out of compliance.   |
| <b>Not applicable</b>     | In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries. |
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### **Principle 1 – General Supervision**

General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

### **Steering Committee Self-Assessment Summary**

Data sources used:

- A – General District Information

- C – Suspension and Expulsion Information
- H – Exiting Information
- Surveys
- Private school information
- Comprehensive plan
- Comprehensive system of personnel development plan
- Screening

## **Promising Practice**

### Peer Tutoring Program

High school students doing the tutoring program with elementary students need to have their work completed, have good grades and an available study hall in order to volunteer. Many of these students have more credits than they need to graduate so they log their hours for scholarship applications or they substitute the hours for a class they do not necessarily need. Two of the students volunteer their time after school as well. As far as the elementary students who are eligible for tutoring, the district relies on teacher recommendations and considers any child who needs extra help.

### Before and After School Program

The program employs three certified staff members and one non-certified staff. The district serves up to 30 students from 7:30 in the morning until school starts and sometimes as many as 40 in the afternoons from 3:20 - 5:30. Homework assistance is provided in the morning, but in the afternoon, recreation, study time, snacks, and computer time is included. This program also is conducted Monday through Thursdays during the summer months with good participation. The group takes many field trips and is provided with educational activities they would not otherwise receive.

## **Meets requirements**

The steering committee concluded the Warner School District has an established ongoing child find system to locate, identify and evaluate children with disabilities, ages birth through 21 years of age, who may need special education. The district has an effective pre-referral and referral system to ensure students are identified without unnecessary delay.

If a child with disabilities is referred or placed in a private school or facility, the district's comprehensive plan addresses the school's responsibility to ensure special education and related services are provided in accordance with Individuals with Disabilities Education Act (IDEA).

Data-based decision-making procedures are used to review and analyze district data to determine that the district is making progress toward the state's performance goals and indicators. The district reviews and analyzes data and revises policies and procedures if significant discrepancies are found between the long-term suspension and expulsion rates for children with and without disabilities.

The Warner School District ensures that an adequate supply of personnel are employed, properly supervised, fully licensed and certified to work with children

with disabilities. The district implements procedures to determine personnel development needs and takes appropriate action to meet those identified needs.

## **Validation Results**

### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under general supervision as concluded by the steering committee.

## **Principle 2 – Free Appropriate Public Education**

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3<sup>rd</sup> birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

## **Steering Committee Self-Assessment Summary**

Data sources used:

- C – Suspension and Expulsion Information
- I – Age Placement Alternative Data
- K – Early Intervention (Part C) Exit Information
- Comprehensive Plan

### **Meets requirements**

The steering committee concluded the Warner School District provides FAPE to all eligible children with disabilities. While the Warner School District has not had any students with disabilities suspended or expelled from school for more than 10 cumulative days, policies and procedures are in place to assure that such students would be provided FAPE.

## **Validation Results**

### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under free appropriate public education as concluded by the steering committee.

## **Principle 3 – Appropriate Evaluation**

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

## **Steering Committee Self-Assessment Summary**

Data sources used:

- A – General District Information
- Student File Reviews
- Surveys
- Comprehensive Plan

### **Meets requirements**

The steering committee concluded the Warner School District ensures proper identification of students with disabilities through the evaluation process. Reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for continuing eligibility.

### **Needs improvement**

The steering committee concluded that evaluations were administered that were not on the prior notice/consent for evaluation. Parent input into the evaluation process needs to be documented and the evaluations need to be completed within 25 school days after receipt of signed consent. The district needs to ensure that students are evaluated in all suspected areas disability.

## **Validation Results**

### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under appropriate evaluation as concluded by the steering committee. In addition, evaluations were conducted in accordance with the prior notice/consent, parent input was document, the 25 day evaluation timeline was not exceeded and students were evaluated in all areas of suspected disability. Therefore; these areas meet requirements.

## **Principle 4 – Procedural Safeguards**

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

## **Steering Committee Self-Assessment Summary**

Data sources used:

- L – Complaints
- M – Hearings
- Comprehensive plan
- Parental rights document
- Consent and prior notice forms
- Family Education Right and Privacy Act (FERPA) disclosure

### **Meets requirements**

The steering committee concluded parents are informed of their parental rights under the Individuals with Disabilities Education Act (IDEA) in their native language or another mode of communication, if necessary, of all information relevant to the activity for which consent is sought. The rights of a child are protected if no parent can be identified.

The district provides parents of children in need of special education or special education and related services with the opportunity to inspect and review all educational records concerning the identification, evaluation and educational placement of the child and the provision of a free appropriate public education (FAPE).

The Warner School District has policies and procedures in place for responding to complaint and due process actions that ensure compliance.

## **Validation Results**

### **Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under procedural safeguards as concluded by the steering committee.

## **Principle 5 – Individualized Education Program**

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

## **Steering Committee Self-Assessment Summary**

Data sources used:

- Early Intervention (Part C) Exit Information
- Comprehensive plan
- Student file reviews

### **Meets requirements**

The steering committee concluded the IEP team is comprised of appropriate team membership and meets all identified responsibilities. The district has policies and procedures in place to ensure an appropriate IEP is developed and in effect for each eligible student.

### **Needs improvement**

The steering committee concluded representatives from other agencies were not invited to participate in the IEP meetings for students of transition age. The IEP team needs to give consideration to special factors including if the student's behavior impedes learning and if annual goals are needed. IEPs need to include a justification for placement and the district needs to notify parents of the districts intent to graduate their student. Transition services for students 16 years old needs to reflect an outcome oriented process.

**Out of compliance**

The steering committee concluded present levels of academic achievement and functional performance did not consistently contain skill specific strengths, weakness or the student's involvement in the general curriculum. Present levels of academic achievement and functional performance did not consistently link to functional evaluation. Annual goals and/or short term objectives need to be skill based and contain conditions, performance and criteria and the frequency of needed modifications must be specified in the IEP.

**Validation Results****Meets requirements**

The monitoring team agrees with all areas identified as meeting requirements under individual education program as concluded by the steering committee. Through a review of student records, all areas identified by the steering committee as needing improvement and out of compliance have been corrected by the district and now meet requirements.

**Principle 6 – Least Restrictive Environment**

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

**Steering Committee Self-Assessment Summary**

Data sources used:

- Student File Reviews
- Comprehensive Plan

**Meets requirements**

The steering committee concluded all eligible students receive services in the least restrictive environment with the supports they need for their successful participation, with the exception of the area listed below under needs improvement.

**Needs improvement**

The steering committee concluded the district needs to ensure that all appropriate educators have input into the development of student IEPs.

**Validation Results****Meets requirement**

The monitoring team agrees with all areas identified as meeting requirements under least restrictive environment as concluded by the steering committee. Through interview, general education staff indicated they provide input prior to and during the IEP meetings; therefore, the district meets requirements.